



Merton Abbey Primary School

Writing Policy

This policy will be reviewed in full on a two-yearly basis.

This policy was reviewed and updated in April 2024.

Next review date: April 2026.

Member of staff responsible for monitoring and reviewing the policy: Aisling Dougan Cleary

Intent (what is meant to be learnt and what do we aspire for our children)

Rationale for Writing

"Writing, to me, is simply thinking through my fingers". Isaac Asimov

"You can make anything by Writing". C.S Lewis

Writing is a crucial part of our curriculum at Merton Abbey. We believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. At Merton Abbey Primary school, we value every mark a child makes. This 'mark making', gradually evolves to include letters and words. By valuing their emergent writing, we develop confident writers. We strongly believe that before children can become articulate writers, they must be articulate speakers. Therefore, we place a high emphasis on communication and language activities. We have high aspirations for all our children and we encourage them to fulfil their potential as writers. We strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; English learning is key to achieving this. We inspire our children to develop a genuine love and appreciation of language and written word. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying spelling patterns and rules they learn throughout their time at Merton Abbey. We want them to write

clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Teachers set high expectations for all pupils to take pride in their work. Children are expected to have a fluent, cursive handwriting style alongside allowing their imaginations to flourish. We aim to create independent, reflective writers. Throughout children's time at Merton Abbey, they are encouraged to develop their independence in identifying their own areas of improvement. Children are taught to re-read, edit and improve their own writing in order to maximise their potential.

Aims (from the National Curriculum)

Our curriculum for writing aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Implementation (how we teach our curriculum)

Foundation Stage

How we teach and promote writing in our Early Years

Writing is taught both by using the Little Wandle Phonics scheme and by making use of planned and spontaneous opportunities for writing. Writing takes place in all areas of the curriculum, both indoors and outdoors. Opportunities for writing are planned, these include:

- emergent writing (where children work independently to produce a piece of writing, which may be marks, drawings, symbols or letters)
- modelled writing (where an adult will model how to write, thinking out loud)
- shared writing (where children and adult work together to produce a piece of writing)
- guided writing (where an adult works with a small group, children are given support and guidance to produce their own piece of writing)

Reluctant writers are not simply forced to write, instead the writing is taken to an area of their interest, for example, the construction area to draw a plan for their model. Children are exposed to a variety of types of print. Practitioners provide opportunities to develop the muscles and hand movements through both large and fine motor activities in order to prepare the hands for the process of hand writing, this includes manipulative skills of playdough and dough gym interventions. Children have easy access to a variety of writing equipment, including fun and exciting colours and types of paper and tools for writing. Practitioners provide and promote

opportunities for children to write, children are encouraged to talk about the writing they have produced and how they did it. Children are treated as writers with their own things to say and reasons to write. Children are exposed to a rich story-telling environment where stories are read, told and enjoyed. We have a visiting Story teller with a focus on oracy skills (verbally learning stories)

When children write we:

Encourage the child to write their name or model writing if for them.





Date the piece of work and use the code:

- (I) - Independent
- (CI) - Where the child produces writing using their own ideas
- (S) - supported. An adult will scribe what the child has said.

Teaching of Writing in Key Stage 1 and 2

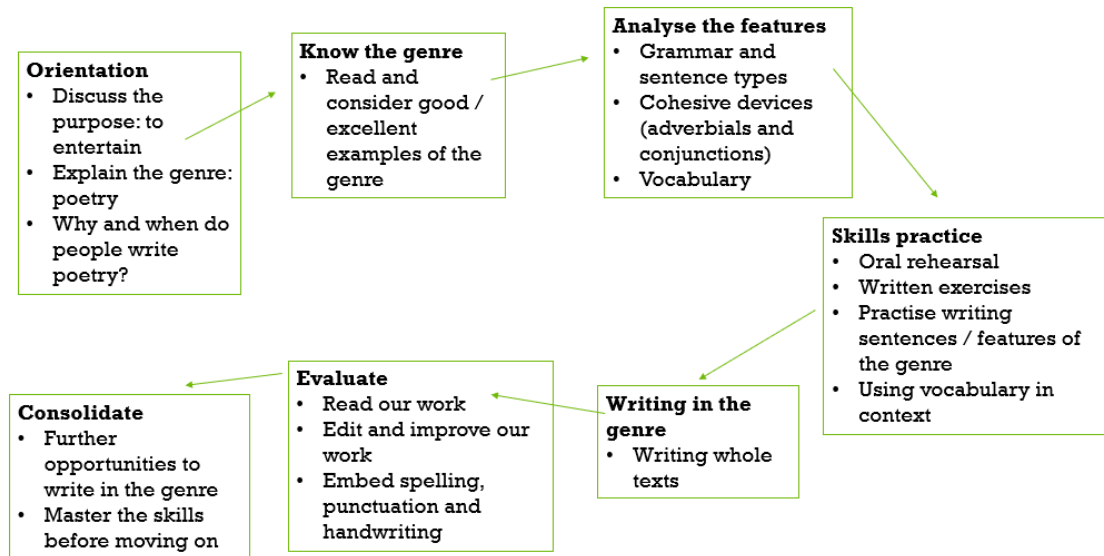
At Merton Abbey, we produce our own schemes of work which map out the children's writing journey, ensuring it includes a variety of genres within *fiction, non-fiction and poetry*. Our schemes of work cover the objectives as outlined in the national curriculum and plan for greater depth activities. Each half term, the children are immersed in a genre. Teachers select from the following:

- Key Stage 1: Write to Entertain and Write to Inform
- Lower Key Stage 2: Write to Entertain, Write to Inform and Write to Persuade
- Upper Key Stage 2: Write to Entertain, Write to Inform, Write to Persuade and Write to Discuss

				
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

Planning of Writing

Teachers plan each writing cycle using the following structure:



This structure ensures teachers plan and teach a succinct progression of skills to develop learning within a particular genre.

SEND and Inclusion

At Merton Abbey, we teach writing to all children, whatever their ability and individual needs. All children receive 'Quality First Teaching'. Writing lessons are planned and differentiated effectively, so that all the children are not only supported in their learning, but are also given the appropriate challenge to enable them to make progress.

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Higher achieving pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Regular assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs. Teachers will plan lessons so that pupils with SEND can access the National Curriculum for writing, wherever possible.

Impact

Assessment in writing is ongoing as teachers carry out in-depth assessment of children's writing at the end of each unit, and highlight the age-related outcomes that have been achieved.

Marking

The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching. The audience for the marking is the children.

When we mark work, it is important that we demonstrate consistency by marking to the learning intention and success criteria for the lesson.

Principles:

Marking should:

- Provide **meaningful** feedback to the child;
- Respond to the **purpose** of the task
- Highlight areas for development / improvement / correction thereby enabling the child to identify clear 'next steps' providing **motivation** for learning;
- Inform future planning of lessons;
- Enable the teacher to record progress related to learning objectives;
- Be **manageable** for both the child and the teacher;
- Be relevant – sometimes marking is not necessary.

At Merton Abbey all feedback is based upon:

1. **Showing success**
2. **Identifying an improvement and giving an improvement suggestion**
3. **Making the improvement**

Marking in English:

- At least once a week the teacher must mark using one tick and a target which allows the child to respond e.g.

Example marking:

✓ *You have written questions which allows the responder to give lots of information.*

→ *Include a modal verb in your question to show possibility. Write one below.*

Example marking:

✓ *Your character has made me think of an angry, grumpy person!*

→ *Include a co-ordinating conjunction to join two of your main clauses.*

- Comments on work they may need to reflect upon.
- Identify key spellings the child can practise.
- Ensure the feedback moves a child's writing forward, focussing on additional elements to spelling, punctuation and handwriting.

- Children can self-assess or peer assess work using the same notation as the teachers marking (see above). This can begin with the higher ability children in year one and can become more complex as the children develop throughout the school.

Appendix 1: Guidance notes for the four writing purposes in KS1 and KS2

Writing to Entertain

Writing to entertain (KS1)

Text Types

- Stories (including re-tellings)
- Descriptions
- Poetry
- In-character/role

Text Features

- Time sequenced
- Begin to differentiate between past and present tense to suit purpose

Other Style Ideas

- Focus on oral work first
- Use opportunities to reading own work aloud

Grammar and Sentences

- Use **coordinating conjunctions** to link two main ideas, *They pulled and pulled at the turnip to get it out.*
- Use **noun phrases** which add detail to description, *very old grandma, brave woodchopper*
- Use the **progressive form** for verbs, *Goldilocks was walking through the woods.*
- Use **exclamation sentences** where appropriate, *What big eyes you have, Grandma!*

Adverbials

First Then Next After Later
The next day...

Conjunctions

and but so or when

Punctuation Content

- Use **finger spaces** between words
- Use **capital letters & full stops** to mark sentences
- Use **capital letter** for first person 'I'
- Use **apostrophes** to mark contractions, e.g. *didn't*
- Use **exclamation marks**, particularly in relation to speech
- Begin to use **inverted commas** to mark direct speech where appropriate.



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Writing to entertain (LKS2)

Text Types

- Stories
- Descriptions
- Poetry
- Characters/settings

Text Features

- Detailed description
- Use paragraphs to organize in time sequence

Other Style Ideas

- Opportunities for comparing different forms of past tense (progressive and simple)

Grammar and Sentences

- Use **fronted adverbials** to show how/when an event occurs, *Without a sound... After a moment...*
- Use **expanded noun phrases** to add detail & description *...the dark gloomy cupboard under the stairs...*
- Use **subordinate clauses** to add detail or context *Although Theseus was scared, he prepared to enter the maze.*
- Use **nouns & pronouns** for clarity and cohesion *They crept into Minos's great labyrinth. Inside the maze...*

Adverbials

Soon Meanwhile As...
The next day... Later...
Carefully Without a thought...

Conjunctions

if when because while
as until whenever once

Punctuation Content

- Use full punctuation for direct speech, including punctuation within and before **inverted commas**, *Mum asked, "Will you be home for tea?"*
- Secure use of **apostrophes** for possession, including for plural nouns.
- Use **commas** after fronted adverbials and subordinate clauses
- May begin to use **dashes** for emphasis



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Writing to entertain (UKS2)

Text Types

- Narrative
- Descriptions
- Poetry
- Characters/settings

Text Features

- Detailed description
- Use paragraphs to organise in time sequence

Other Style Ideas

- Use a range of tenses to indicate changes in timing, sequence, etc.

Grammar and Sentences

- Use **subordinate clauses** to add detail or context, including in varied positions. *Although Theseus was scared, he prepared to enter the maze. Theseus, although he was scared, prepared to enter the maze.*
- Use **relative clauses** to add detail or context, *Amy grabbed the torch, which she'd strapped to her belt, quickly.*
- Use a wide range of sentence structures to add interest

Adverbials

Meanwhile Later that day Silently
Within moments All night Nearby
Under the treetops Never before
-ing openers -ed openers

Conjunctions

if when because while
as until whenever once
since although unless rather

Punctuation Content

- Use **brackets** for incidentals, *Amy saw Katie (her best friend) standing outside.*
- Use **dashes** to emphasise additional information, *The girl was distraught - she cried for hours.*
- Use **colons** to add further detail in a new clause, *The girl was distraught: she cried for hours.*
- Use **semi-colons** to join related clauses, *Some think this is awful; others disagree.*



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Writing to Inform

Writing to inform (KS1)

Text Types <ul style="list-style-type: none"> Recount Letter Instructions 	Text Features <ul style="list-style-type: none"> Appropriate use of past and present tense 	Other Style Ideas <ul style="list-style-type: none"> Could use a writing frame to structure sections May include images
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Grammar and Sentences

- Use **coordinating conjunctions** to link two main ideas,
Badgers sleep in the day and look for food at night.
- Use **subordinating conjunctions** in the middle of sentences,
Badgers can dig well because they have sharp claws
- Use **noun phrases** which inform,
sharp claws, black fur
- Use **commas** to separate items in a list,
You will need flour, eggs, sugar and water.
- Use **exclamation sentences** where appropriate,
What a fantastic time we all had!

Adverbials First Firstly Next After Later	Conjunctions and but so or when if because
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Punctuation Content

- Use **finger spaces** between words
- Use **capital letters & full stops** to mark sentences
- Use **question mark**
Did you know...?
- Use **apostrophes** to mark possession,
A badger's home is underground



Writing to inform (LKS2)

Text Types <ul style="list-style-type: none"> Explanation Recount Letter Biography Newspaper article 	Text Features <ul style="list-style-type: none"> Paragraphs used to group related ideas Subheadings to label content 	Other Style Ideas <ul style="list-style-type: none"> May be built around a key image Use techniques to highlight key words (bold, underline, etc.)
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Grammar and Sentences

- Use **subordinating conjunctions** to join clauses, including as openers,
Although they have a fierce reputation, the Vikings weren't all bad.
- Use **expanded noun phrases** to inform,
A tall dark-haired man was seen leaving the scene.
- Use **commas** to separate adjectives in a list,
You will need flour, eggs, sugar and water.
- Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- Begin to use **present perfect** tense to place events in time,
This week we have visited the Science Museum.

Adverbials First Firstly Before After Later Soon Also In addition However	Conjunctions when before after while because if
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Punctuation Content

- Consolidate four main punctuation marks (, ! ?)
- Use **capital letters** for proper nouns
- Use **commas** to mark fronted adverbials
After lunch, we went into the museum
- Use **commas** to mark subordinate clauses
When he was a boy, Dahl did not like reading.
- Use **inverted commas** for direct speech
- Use **bullet points** to list items



Writing to inform (UKS2)

Text Types <ul style="list-style-type: none"> Report Recount Biography Newspaper article Essay 	Text Features <ul style="list-style-type: none"> Paragraphs used to group related ideas Heading/subheadings Use of technical vocabulary 	Other Style Ideas <ul style="list-style-type: none"> May include a glossary Sections may contain more than one paragraph
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Grammar and Sentences

- Use **subordinating conjunctions** in varied positions,
The Polar Bear, although it is large, can move at great speed.
- Use **expanded noun phrases** to inform,
...a tall dark-haired man with a bright-red cap...
- Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- Begin to use **passive voice** to remain formal or detached,
The money was stolen from the main branch.
- Begin to use **colons** to link related clauses,
England was a good country to invade: it had plenty of useful land.

Adverbials Meanwhile At first After Furthermore Despite As a result Consequently Due to For example	Conjunctions when before after while because if although as
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Punctuation Content

- Use **brackets or dashes** to explain technical vocabulary
- Use **semi-colons** to punctuate complex lists, including when using bullet points
- Use **colons** to introduce lists or sections
- Use **brackets or dashes** to mark relative clauses
- Secure use of **commas** to mark clauses, including opening subordinating clauses
- Begin to use **colons & semi-colons** to mark clauses



Writing to Persuade

Writing to persuade (LKS2)

Text Types

- Advertising
- Letter
- Speech
- Poster

Text Features

- Use of 2nd person
- Planned repetition
- Facts & Statistics
- Adjectives for positive description

Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

Grammar and Sentences

- Use **imperative** verbs to convey urgency,
Buy it today! Listen very carefully...
- Use **rhetorical questions** to engage the reader,
Do you want to have an amazing day out?
- Use **noun phrases** to add detail and description,
Our fantastic resort has amazing facilities for everyone
- Use **relative clauses** to provide additional enticement
Our hotel, which has 3 swimming pools, overlooks a beautiful beach

Adverbials

Firstly Also In addition
However On the other hand
Therefore In conclusion

Conjunctions

if because unless so
and but even if when

Punctuation Content

- Ensure use of **capital letters** for proper nouns
- Use **?!** for rhetorical / exclamatory sentences
- Use **commas** to mark relative clauses
- Use **commas** to make fronted adverbials and subordinate clauses
After your visit, you won't want to leave.
Once you've tasted our delicious sandwiches, you'll be coming back for more!



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Writing to persuade (UKS2)

Text Types

- Advertising
- Letter
- Speech
- Campaign

Text Features

- Use of 2nd person
- Personal pronouns
- Planned repetition
- Facts & Statistics
- Hyperbole

Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

Grammar and Sentences

- Use **imperative** and **modal** verbs to convey urgency,
Buy it today! This product will transform your life..
- Use **adverbials** to convey sense of certainty,,
Surely we can all agree...?
- Use **short sentences** for emphasis
This has to stop! Vote for change!
- Use of the **subjunctive form** for formal structure
If I were you, I would...

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- Use **?!** for rhetorical / exclamatory sentences
- Use **colons** and **semi-colons** to list features, attractions or arguments
- Use **brackets** or **dashes** for parenthesis, including for emphasis
This is our chance—our only chance—to make a difference.
- Use **semi-colons** for structure repetition,
Bring your friends; bring your children; bring the whole family!



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Writing to Discuss

Writing to discuss (UKS2)

Text Types

- Balanced argument
- Newspaper article
- Review

Text Features

- Appropriate use of cohesive devices
- Use of subjunctive form where needed

Other Style Ideas

- Use paragraphs to structure arguments
- Maintain formal / impersonal tone

Grammar and Sentences

- Use **modal** verbs to convey degrees of probability,
It could be argued... Some might say...
- Use **relative clauses** to provide supporting detail
The rainforest, which covers almost a third of South America...
- Use **adverbials** to provide cohesion across the text,
Despite its flaws... On the other hand...
- Use **expanded noun phrases** to describe in detail
The dramatic performance by the amateur group was...
- Begin to use **passive voice** to maintain impersonal tone,
The film was made using CGI graphics

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- Use **brackets** or **dashes** for parenthesis, including for emphasis
This performance—the first by such a young gymnast—was a masterpiece!
- Use **semi-colons** for to mark related clauses,
Some argue ... ; others say...
- Use **commas** to mark relative clauses
- Use **colons** and **semi-colons** to punctuate complex lists



Appendix 2: writing planner with sample text and reminders

Learning objective	Activity <ul style="list-style-type: none"> • Teacher input • Children's activity 	Differentiation	Resources (including example texts)
<p>Orientation To understand the purpose To understand why and when people write in this genre</p>	<p>Discussion – why and when do people write in this specific genre? How is this genre different from other types of writing with a similar purpose? (e.g. how are traditional tales different from myths and legends?) Look at some examples (briefly) Sort some examples of different genres so that children can clearly identify the genre to be studied (sort the traditional tales from the myths, etc.)</p>	<p>In the earlier stages of the teaching sequence, differentiation may be light.</p> <p>Add any modifications to the task for particular children</p> <p>Links to SEN support plans</p> <p>Greater depth challenges should be <i>qualitative</i> – not just teaching more content. Look at the assessment framework information for <i>Greater Depth</i> [Exceeding in EYFS]</p> <p>Be wary of <i>Differentiation by outcome</i> in writing tasks</p>	<p>Try to find the texts you are going to use well in advance. The resources you have will probably affect how you plan the teaching.</p>
<p>Know the genre To understand what makes a good example of the genre</p>	<p>Look at some examples of the genre. Contrast those which are well written with those that are not so well written.</p>		<p>Keep good examples from the children to show your class next year! If you cannot find a good example, you may need to write one.</p>

<p>Analyse the features To know the features of this genre</p> <ul style="list-style-type: none"> • Grammar and sentence structure • Cohesive devices (adverbials and conjunctions) • Specific vocabulary 	<p>Identify the features of the genre e.g. highlighting and text marking Focus on one thing at a time initially so that children don't get overloaded by technical information. Start gathering words, phrases to use in our own writing (magpie)</p>		
<p>Skills practice To be able to speak the genre To be able to write sentences and features for the genre To be able to use appropriate vocabulary in context</p>	<p>Oral rehearsal of sentence types Consider examples and make new ones (give three good expanded noun phrases and then make our own) before giving the technical explanation Sentence building (putting clauses together) Text manipulation and colour coding Practise linking ideas within and across paragraphs Use vocabulary in context Talk about the appropriacy of vocabulary and restrictions on usage</p> <p>Rejecting what is wrong at this stage – e.g. simple past tense in information texts where present simple is usually more appropriate</p>		
<p>Writing in the genre To be able to write a whole text in the genre</p>	<p>Teacher modelling Shared writing Independent writing</p>	<p>Be extremely clear with children what the greater depth challenge is at this stage</p>	

<p>Evaluate our work To be able to edit and improve our work To be able to use spelling, handwriting and punctuation skills consistently and accurately</p>	<p>Reading back our work Peer and self-assessment Verbal and written feedback from adults Guided groups to teach particular skills to those who need it Insist on correct presentation and secretarial skills</p>		
<p>Consolidation To be able to write a better example of the genre</p>	<p>Independent and less scaffolded writing experiences</p>		

Cycles typically will take two to four weeks, depending on the age of the children and the complexity of the genre.

On completing the genre, teachers may wish to:

- Repeat the last three stages: **Write in the genre > Evaluate our work > Consolidation**
- Revisit **Knowing the genre** – to consider what a good example looks like – or revisit **Analysing the genre** – to learn more about the technical features – before writing another example of the genre.

You will be able to decide how best to help children master the genre.